

ANNEX B
Community Involvement in Reforming Primary Education
Mid-term Evaluation Report
In the High Atlas Mountains of Morocco

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I. THE PROJECT

A. Summary Description

In the High Atlas Mountains of Morocco, the Near East Foundation (NEF) is working with local partners to improve primary education - particularly schooling for girls, encourage adult literacy, and promote the involvement of parents and teachers in activities that support education and local development. Particular attention is given to issues requiring educational policy reform. This involves partnering with key educational institutions, careful documentation, and systematic dissemination of project findings and results. The NEF project supports the country's National Education Program for Rural Areas and more specifically its countrywide strategy for reform of primary education.

Seven (7) mother villages participate in the project. These are located in the Governorate of Ouarzazate, in the Souss Massa Daraa Region of Morocco, in the rural communes of Ghesate (Iguername, Lhouante, and Tiguerte) and Iminoulaoune (Ait Aafan, Assaka, Tamzrite, and Amzri). The project area is isolated with sites varying in altitude from 2000 to 3000 meters above sea level. Project villages are scattered, necessitating at times having as many as three different intervention teams. Vehicle access to many villages high up in the mountains is often difficult and to some smaller satellite villages virtually impossible at times. *(For a brief description of villages included in the project, see Appendix A. "Target Area – Basic Characteristics of Local Communities," (taken from the First Quarterly Project Report, pp. 15-18)*

NEF project partners include: the Government of Morocco Department of Education (Delegate), national and international NGOs, schools, local PTAs, and other community-based organizations.

The Middle East Peace Initiative (MEPI) together with local communities provide matching funds for the project.

B. Existing Conditions In the Area

The mountains of the High Atlas east of Ouarzazate are breathtakingly beautiful - cool and relaxing in summer, rugged and isolated in winter. In summer, fruits and nuts are

plentiful. Shepherds traverse the hills with sheep and goats. These provide villagers with cash crops for sale in distant urban markets. Where water is available, villagers cultivate small plots of grain, some few vegetables, and crops for animal fodder. In a good year, there may be a surplus for sale in local markets. In winter, snow covered mountains, narrow unpaved roads, over flowing rivers, and periodic landslides, block access for weeks at a time. Small isolated villages are cut off from one another and from the surrounding area – relying on the rewards of a summer harvest to survive the harsh winter. Electricity, water, and sanitation facilities are generally absent.

C. Education in the High Atlas

For the vast majority of people in these areas, education is a luxury they can ill afford. In many villages a significant number of adults - men and women, sometimes all, are illiterate. Where schools exist, attendance is limited and restricted largely to boys. In some areas women and girls are not even allowed in the vicinity of the school.

Longstanding culture and traditions work against the education of girls and prevent the full integration of women in society. There is a virtual absence of adult literacy programs. One village in the project area constructed the local school next outside the community and next to the cemetery, reflecting a lack of social acceptance among villagers.

Village schools, with classes through the 6th grade, are characterized by a lack of space, leaky roofs, broken windows, missing doors, insufficient and often broken furniture, no heating, and inadequate or often absent supplies of water and sanitation facilities. Schoolbooks and supplies are extremely limited and beyond the cost of a majority of families. Many schools consist of a single or perhaps two classrooms. Students, age 6 and up, must walk many miles through rugged country in the cold of winter to attend class.

Those beyond the 6th grade have to travel 50 miles or more across mountains to reach the nearest school. Here, they board with relatives or in unfamiliar hostels, at a cost they can ill afford. These conditions discourage school enrollment and encourage frequent absenteeism.

C. Project Intent

1. Goal

To increase the number of children receiving a primary education through a community-based education system in the villages of the High Atlas Mountains.

2. Intermediate Objectives

1. To increase the enrolment and retention rates in rural primary schools, with special emphasis on the education of girls.

2. To develop a community-based rural education approach, with a focus on increasing the leadership and management capacity of school directors, teachers, PTAs, women leaders, and community education advisory committees

3. Basic Strategies

1. Provide support for individuals, institutions, and local communities through Village Development Associations (VDAs) and Parent Teacher Associations (PTAs) in ways that increase awareness of the importance of education in rural areas, especially education for girls
2. Offer encouragement those working in the field of rural education (directors, inspectors, and teachers as well as the Ministry of Education (Delegation)
3. Create synergies in target areas in the relationships among the various contributors to the field of rural education.

D. Core Interventions

Project interventions - activities and events, are discussed in detail in quarterly reports and will be reviewed later in “Annex 1. Project Performance Indicators,” in terms of specific results to date. For the purpose of this evaluation, project activities are divided into eight (8) groups:

1. *Baseline Surveys, Data Collection and Analysis.* The project is required to identify relevant information for tracking progress against intermediate objectives, establish baselines, organize and collect data for monitoring and evaluation.

2. *Promotional Activities.* A variety of seminars, training, roundtable discussion, and special events focus on elected officials, government employees, educational administrators, parents, community leaders, women, and youth. These are designed to increase awareness of primary education in local communities. The project focuses on factors affecting primary school attendance, particularly for girls, and on low retention rates. The importance of adult education, program and policy options, and the role of educators and local communities in improving existing conditions are all part of the package.

3. *Seminars, Workshops and Training.* These are key project activities. Participants include a cross sample of teachers and administrators (principals/directors), rural women leaders, PTA board members, elected officials and religious leaders, youth, and illiterate adults. Emphasis is on changing attitudes, increasing knowledge and skills, encouraging gender sensitivity, and increasing capabilities for problem-identification and problem-solving.

4. *Community Mobilization/Institutional Capacity Building.* The project helps to identify and recruit PTA board members, rural women leaders, board and general assembly members for community development associations and community education

advisory committees. The project focuses on improving existing organizations as well as forming new and effective ones where none exist.

5. *Educational Programs.* Adult literacy classes and special educational programs, school health campaigns, and celebrations (e.g., International Children's Day, Health Campaigns, arts and crafts, and athletics) are held in participating communities. Adult literacy is encouraged for both men and women. Special events are used to encourage an interest in education and to promote further community participation.

6. *Teaching/Learning Resources.* School supplies and used clothes are provided for needy students. School bags and similar kits for PTA board members and adult learners are provided to encourage participation, as a sign of project participation, and to promote greater awareness of the acceptance of participating in school activities. Teaching materials and books are provided in cooperation with national NGOs and community member.

7. *School Repairs/Renovations.* Working with local authorities and participating communities, the project seeks to make basic repairs and renovations of school facilities. This includes primarily repairs to doors and windows, painting, lighting, play grounds, drinking water, and toilet facilities.

8. *Policy Reform.* Attention given to the continuing involvement of policy and decision-makers within the governorate and the Ministry of Education as well as specialized training and other activities assures attention to policy issues and long-term strategies for change.

II. MID-TERM EVALUATION

A. Purpose

The purpose of this mid-term evaluation is to assess progress to date, identify problems encountered, and explore future prospects.

In addition, the evaluation also, and importantly, seeks to:

1. Highlight basic components in the project approach (model)
2. Provide stakeholders with opportunities to express criticisms and concerns (relevant or irrelevant to the project's intent)
3. Reinforce participatory approaches to development and policy reform
4. Observe staff in the field and in interaction with project stakeholders
5. Build consensus on previous efforts and future work

B. Timing

The evaluation was carried out from October 1, 2004 – June 30, 2005, and covers nine months of project implementation. Initially scheduled for six months into the project,

evaluation was postponed until late June due to delays in project start-up and to the desire to complete the school year prior to evaluating results. Conducting an evaluation earlier would have interfered with project implementation during the final months of the school year - a critical period in the life of the project.

C. Evaluator

The evaluator serves as the NEF Cairo-based Regional Director and in this capacity provides project oversight/supervision and advises on project implementation, administrative and financial planning, and reporting. While having previously visited the project area, and by chance visited local primary schools, this was the Regional Director's first visit to the project. The evaluation was conducted as a part of this official visit.

D. Participants

Evaluation was conducted in close collaboration with project staff, local officials, administrative and teaching staff, community residents, and project consultants. These included two meetings with the Governor of Ouarzazate, together with representatives from the governorate planning department as well as the Ministry of Social Affairs. Two additional meetings were held with the representative (Delegate) of the Ministry of Education. These meetings also included key ministry staff from program development and planning units. Staff responsible for the administrative and technical oversight of schools in the project areas accompanied the evaluator on village visits.

A visit with USAID in Rabat allowed the evaluator to obtain information on education in Morocco as well as learn more about USAID and GOM activities related to educational reform in rural areas and identify possible additional resources that might be available to support the project. (Unfortunately, USAID is no longer working in the Ouarzazate Governorate.)

E. Methodology

1. Review of existing photos, reports, and statistical data
2. Discussions with staff members. Initial meetings and rap up sessions took place in the project office. Ongoing discussions were held with staff and others during the lengthy travel time associated with field visits.
3. Formal meetings with key stakeholders. (See Section D)
4. Attendance at a project-sponsored training session for principals and teachers. This allowed the evaluator not only an opportunity to review training in progress but also to discuss with trainees their views on primary/girls education, gender issues, rural development, and the role of the project in promoting change. Principals and teachers from all seven project-villages were present along with supervisors from the Ministry of Education.

5. Visits to all but one of the project's seven participating mother villages and to several smaller satellite villages. (A MEPI team visited one village prior to the evaluation. It was considered inappropriate to schedule another visit so soon after the first.) Visits consisted of "formal" meetings with PTAs and women leaders. PTA members, local principals/directors, and occasionally local teaching staff made presentations. These described the community, the project as perceived by the presenters, village participation to date, perceived accomplishments, community problems and needs, and future plans. Elected officials and local religious leaders as well as students and adult learners often attended. To encourage greater participation, meetings were held in Berber with Arabic, French, and occasionally English translations.
6. In a majority of villages, opportunities were available to visit in the community, see people in their homes, meet informally with local leaders, and to discuss local economies and development prospects. During these visits, people were encouraged to be more open to the possibilities available in their communities – those that not only support educational initiatives but that also provide opportunities for employing graduates.

III. PRINCIPLES AND APPROACHES

Given the many and varied activities which make up the project, and the enthusiasm these often generate among villagers and observers alike, it is easy to neglect the theoretical relationships between these activities and project objectives. To clarify these relationships, and based on observations and conversations with project management and staff, the evaluator has constructed the following guide to understanding the rationale for various interventions, the relationships among interventions, and the perceived relationships between project interventions and objectives.

It is important for future project expansion and replication to be able to articulate and verify these relationships and to establish priorities among project interventions. What follows is a first step in that direction.

A. Principles

Six basic principles underlie the project design. These are apparent from a review of planning documents and from subsequent reviews of project implementation.

- Attitudes towards education/schooling, and in particular girls education, are part of a much larger economic and social context that must be addressed to obtain and sustain desired results.
- How participating communities define and enforce the role of women has a fundamental impact not only on women themselves but also on attitudes towards education in general and more specifically on girls education. Helping men to see things differently is critical to change in this area.
- Information and participation are powerful tools for facilitating change. Employed effectively, these tools make it possible for people in communities as well as in

institutions to better understand their situation and to make rationale decisions on choices available.

- Facilitating this process requires careful attention to and respect for, if not acceptance of, local norms and traditions.
- Assuring that changes are sustainable requires reinforcement in the form of rewards and institutional support.
- Long-term sustainability requires further interventions in the local economy that increase incomes and improve the quality of life.

B. Approaches

Building on these principles, the Near East Foundation has a simple approach to project implementation and to the achievement of project objectives. This involves ten key approaches that reinforce one another during project implementation. These approaches are inherent in, but distinct from, individual activities and events.

1. *Honesty and Transparency Upfront and Throughout.* Project management and staff are themselves clear with regard to project objectives and underlying value issues. These are made clear to leaders in villages targeted for project participation. The decision to accept or not is with the local community and not the project. This honesty and transparency is the first step in an on-going dialogue with both those who decide to participate as well as those who opt out.
2. *Commitment to Change Implies Actions Be Taken.* Once involved, it is up to local communities to demonstrate they understand and are prepared to act on commitments made. This means putting forward effective candidates to serve as rural women leaders, encouraging school attendance, forming/upgrading PTA activities, promoting girls' education, and sponsoring adult learning opportunities. Only local people can make this happen. The project can encourage action but needs to stand back and wait for local people to take the first steps forward.
3. *The Role of the Outsider is Facilitation and Support.* The Foundation's role is to support local leaders as they move forward towards meeting commitments made. This means providing opportunities for learning - exposure to new ideas in practice, assistance in understanding ideas and their implications, and help with spreading the message throughout the community. Such activities are referred to in the project under a variety of labels – orientation, workshops, training, increasing awareness, empowerment, gender awareness, etc. They should however all be understood as the background where communities explore ideas and issues and make decisions for themselves.
4. *Practical Applications Reinforce Learning.* People need opportunities to practice what they have learned, and to do so in a relatively safe environment. The project's emphasis on creating/developing PTAs, encouraging the emergence of rural women leaders, and working to upgrade rural education advisory committees provides these opportunities. Workshops and trainings for participants, access to creative teaching

and learning resources, and opportunities for planning and conducting activities and special events provide opportunities for emerging leaders to work as a team, take decisions, plan and carryout activities. Project staff work closely with local leaders, providing advice and assistance, coaching them as they move forward with new tasks and responsibilities. Regular field visits are key to assuring initial success and encouraging further action.

5. *Local Initiatives Must Be Encouraged and Rewarded.* Rather than simply wait on project staff to initiate activities, local leaders must themselves show initiative. This means coming up with their own ideas, engaging in activities they themselves feel are important, and significantly, taking the initiative to make things happen. This includes not only activities at home in local communities but also visits with Ministry and project officials in nearby towns, discussions with national and local NGOs, and negotiations with individual contributors and donor agencies. The project rewards such initiatives through a variety of means, including the provision of matching funds for school supplies, facilities renovations and repairs, as well as through simply providing encouragement and moral support.
6. *Success Demands Team Work.* Encouraging people to work together in a team for a common objective is critical if the project is to succeed as well as for the future effectiveness and sustainability of local institutions. Throughout its activities the project encourages cooperation, collaboration, and teamwork. Workshops and training, as well as coaching support this process with added knowledge and skills.
7. *Staying on Track Requires Keeping an Eye on the Future, Monitoring and Evaluating Progress.* Emerging leaders and new associations need not only to learn how to conduct their business but also how to set direction, maintain focus, and track progress against measurable objectives. For this, the project encourages environmental scans, and facilitates planning, and review processes. This keeps the project on track and helps participants learn new skills applicable to other aspects of community and organizational life.
8. *Problem-Solving Requires Probing Deeper.* Participation and learning helps to bring about increased understanding of problems and issues and offers new perspectives on possible alternatives. Participants begin to see not only education but also women's issues and other topics in a broader context and demonstrate greater sophistication in addressing these. The project supports this process through encouraging participants to take a closer look at themselves and their surroundings, think creatively, and engage in new and more innovative responses. This takes place in workshops and training as well as in field visits and through coaching.
9. *Success Means Achieving Operational, Organizational, and Financial Sustainability.* The project encourages sustainability of core project activities and local associations. This means helping communities to build strong local associations, develop their leadership, and expand membership rosters. They must also identify financial resources for continuing their support for education. The project focuses on

participation as a means for learning and as a strategy for sustainability. People learn to depend on themselves and not the project, which is itself a temporary expedient.

10. *Others Must Also Learn.* For results to be sustainable the project must be recognized and understood by state and national educational authorities capable of providing on-going support and addressing policy issues that affect progress. For this reason the project is conducted in partnership with the state Ministry of Education. Top management and supervisory personal are involved on a regular basis with project management and staff. The project also involves local principals (Directors) and teachers. Project results are regularly shared with related ministries and other governmental authorities. Participation is voluntary and hence sustainable.

IV. OBSERVATIONS AND COMMENTS

During the course of the evaluation, significant changes were reported and confirmed, either through cross checks or direct observation. These changes relate to how communities not only view education and gender issues but also to how they organize themselves, make decisions, and solve problems. Project impacts can be seen in ten major areas.

1. Promoting Participation and Education for Women

The extent to which the project runs counter to local culture and tradition is evident in initial efforts to encourage participation by local villages. Many villages refused to participate. This was due largely to requirements that they encourage girls' education, allow women access to adult education classes, and support women's participation in decision-making. Other communities had "tried PTAs" and were unconvinced they offered anything of value. They simply didn't believe they would work. Some villages lacked a basic interest in education.

Most villages selected for participation have long denied women access even to school grounds. Attendance by girls has been either insignificant or non-existent. The illiteracy rate among adults in these villages is far above the national average. In some project villages illiteracy among adults borders on 100%.

Something initially resisted, candidates for the position of rural women leader have been nominated and selected for project participation across the target area. While there is inconsistency in the extent of participation and some confusion as to roles, women are present at some level in all project activities and as "associate" members on local PTA boards - roles they would have only recently been denied.

Some women have been more adventurous and taken advantage of project opportunities for travel beyond their village to other communities. Others have hosted outsiders overnight in their own village and homes. This would have been unthinkable when the project began. Most women leaders are enthusiastic and impressive - if not sometimes a

bit overwhelming. And, they now support the need for education and defend the rights of education for girls.

Most of the villages that originally rejected project participation have now agreed to accept conditions for participation and have requested to join the project. Discussions continue with these villages.

Conditions at the time of project start-up are evidenced by observations, comments from local residents, and input from educational personnel and community workers. Particularly telling are the photos of earlier visits to these villages - both those selected and those who refused to participate. In dozens of pre-project photos one sees not more than two or three girls total. Nine months into the project, girls are enrolled in significant numbers in every participating village.

2. Peer Support

Adult literacy classes provide not only an opportunity for learning to read and write, they also provide a place where men, and particularly women, can meet together on a regular basis, discuss a wide variety of issues, and improve their ability to work together. Women participating in these classes have few other outlets and were previously bound to home and domestic work.

Literacy classes for women are now present in every village, except one. While in some villages men also attend classes, they are a minority. Teachers assigned to the village school serve as adult literacy instructors on a voluntary basis. All adult literacy classes in the area have begun as a result of the project.

Classes help to develop trust among participants and encourage mutual support on shared concerns. Through participation in these classes, many women have become more open and expressive, less shy in public, and presumably so at home. In that classes cross generations, they also encourage greater openness among age groups,

In every village visited, and despite that classes had ended for the summer, women came out in numbers to tell their story and to express their appreciation for the opportunity to learn. In most villages, they were respectfully encouraged and were allowed to speak their mind. Most women were interested in helping their children to learn, being able to go about their business on their own, and using their new found skills for establishing home-based income-generating activities. In most villages, participating women were aggressive and demanding in terms of achieving these objectives. One could almost feel sorry for the young men present, who were more often than not uneducated and unemployed.

3. Community Participation/Voluntarism

Initially, there was little interest from community members in participating in PTAs or other school activities. This has changed. PTAs are finding recruits and meeting more

regularly. Residents are more willing to participate in PTAs and school activities and to encourage others to do so.

Teachers, often from urban areas, were previously isolated in these communities. They now work directly with PTA boards, visit more often with parents and community leaders, and are realizing the larger role they can play in promoting parental involvement and in developing an awareness of the importance of education for rural children.

Due to increasing involvement, there is also a greater willingness among parents to encourage attendance, insist on better education, and to work personally to bring about these changes. Greater involvement (and changing conditions in the schools) encourages parents to let children, and especially young girls, attend school. Should parents neglect this responsibility, there is now someone willing to remind them, whether it be a PTA board member or a women's leader.

Communities are also more willing to contribute not only time but also labor, materials, and money to support education. The results are increased attendance and decreasing dropout rates.

PTA members, as well as local administrators and teaching staff, are encouraged to visit the project offices in Ouarzazate, to make their needs known, and to work with project staff to identify and work on potential solutions.

All of these skills transfer readily to other situations at home, in the community, and at work.

4. Parent-Teacher Cooperation

Teachers are generally young, relatively new, urban professionals assigned to work in rural communities. The majority are Arabic or French speakers placed in Berber communities. Principals (Directors) are often new to the job. They want to return as soon as possible to comfortable urban conditions and family life. There is a history of isolation and living apart from communities where they work. Absenteeism is a significant problem.

This is changing in project communities. Teachers and administrators are more often present. There is greater openness to cooperation with local residents. With greater recognition of their role, school personnel feel more open to working harder. The result is a two way process with parents and teachers supporting one another. Staff are more comfortable and absent less often. They are certainly more enthusiastic. Contrary to business-as-usual, neither administrators nor teachers have taken money from the project for additional work.

Although summer vacation had begun, all principles (directors) and some teachers were available during field visits. A majority chose to attend on their own time training on

rural sociology sponsored by the project. Without exception, school personnel were complimentary of the project efforts and their impact on local communities.

5. Participation by Women and Children

The project has encouraged the participation of women and children not only in educational activities but also in project needs assessments, planning, and other activities, including PTAs. Where secondary students can be found, these too are encouraged to share their ideas and experience.

In visits to participating villages, children and youth were always present in great numbers. They were encouraged by project staff as well as by parents, members of the PTA, and school staff, to speak out. Most are shy but are gradually opening up. Women and older girls were particularly interested in sharing their ideas, or perhaps merely in getting attention so long denied them. Earlier, according to staff, it was difficult to encourage even older boys to take part in meetings and discussions.

The participation of women is critical for project activities and for the achievement of project results. If what was observed during community meeting is a sign of progress, the project has accomplished a great deal in this regard.

6. Greater Sensitivity to Community Needs

School administrators and teachers see their jobs in the more limited terms of helping children in school to learn. Conditions in the harsh rural environment of the High Atlas Mountains require however that teachers do more than teach and administrators more than manage schools. Students often fail to attend schools and once there are often not prepared to learn. Existing facilities often discourage parents from enrolling their children and once there, encourage children to leave.

Most administrators and teachers come into this environment ill prepared to understand the need for or be able to move beyond the school and their classroom. This was expressed by many of the teachers who added their comments to the evaluation. The project has worked with these administrators and teachers helping them to take a larger role in promoting education, gaining support for this from higher authorities, providing training and support for extended activities, and significantly, helping to build local PTAs that can continue to support local schools and parent-teacher relationships long after the project has been completed.

The project appears to have taken a very large step in the direction of sensitizing all concerned to the specific needs of these isolated rural communities.

7. Increased Emphasis on Quality of Education

Involvement of area supervisors from the Ministry of Education (who have also not received additional pay from the project) has increased the time they spend with

administrators and teachers. Work with the project has tended to focus more of their time and attention on program and teaching issues rather than on the usual enforcement of administrative restrictions. This had meant a change in the nature of the relationships between supervisors, teaching staff, and administrators. There is a tendency towards greater understanding and appreciation of the work requirements and greater patience in dealing with problems.

The formal involvement and training of parents has put in place a process whereby local communities can provide greater support for local schools and school personnel. Given that school personnel rotate among schools, PTAs can ultimately provide some continuity and serve as a check to guard against abuse of the system. One sees now the beginnings of this process.

8. School Facilities and Maintenance

Renovations and repairs of local school facilities are needed. It is unfortunate that, with some few exceptions, these have not yet been made. Improving facilities earlier in the project would have likely encouraged a greater increase in attendance. At the same time, not having initiated these activities earlier in the project has encouraged villagers to see the project less in terms of material rewards. It has given them time to prepare themselves to participate more effectively in the process. This is good for the project and for long-term sustainability of project results. Much needs to be done in this area, and what the project can afford is only the beginning.

The involvement of local PTAs and community members in deciding what to repair, in developing designs and contracting for these, as well as in providing labor and matching funds, is an important contribution to helping people learn how to help themselves.

9. Sustainability

Relying on existing resources and timeframes, the project can in fact benefit relatively few people. To reach its potential, it must assure that core activities are sustainable. The first year of project activities focuses on participation, institution building, and on encouraging local matching funds - however minimal, to provide a base for future project interventions.

There is considerable evidence that PTAs and local committees involved in the project are already stronger and more sustainable than previous attempts implemented through other project. With additional time and resources, additional activities can be implemented that will reinforce gains made. These are now in the planning stage.

10. Educational Policy

Participation by Ministry of Education staff has highlighted issues of importance in educational policy and planning. The involvement of ministerial and governorate officials provides an avenue for further discussion and eventual incorporation of lessons

learned into educational policy and operating procedures. Plans are now to work closer with the Ministry to underscore the implications of project results for policy reform.

V. IMPLEMENTATION - PROBLEMS AND ISSUES

1. Poverty and Isolation

Any review of this project must first note the poverty and isolation of these villages and the difficulties this imposes on local people, school administrators and teachers, as well as project management and staff. Staff must spend considerable time in travel to and from project sites under difficult and dangerous conditions. Given the dangers of travel, staff travel with an experienced driver and often in a convoy of at least two vehicles. It is difficult and dangerous, as well as culturally unacceptable, for women to travel alone. Although the project has been successful in recruiting qualified women staff, few women are willing to take the job.

With poverty and isolation comes stronger adherence to local culture and traditions, suspicions of outsiders, and resistance to change. Education is minimal and in some villages, virtually 100% of adults are illiterate. This is true for most villages when it comes to women's literacy. Children must work. They have an economic value unrelated to literacy or level of education. Young men leave the village, generally for dangerous manual labor in large coastal cities. It should not be unexpected that terrorist recruits are often drawn from these isolated and impoverished areas.

2. Communications

There are no telephones, either landlines or mobile connections available in any of the project villages. This further inhibits planning and coordination of project activities, making it necessary to rely on word of mouth from travelers or visits from project staff.

3. Previous Projects

Villages in this area have in the past received many visitors and been promised many things, most of which in their opinion, either failed to materialize or failed to meet original expectations. Most have been, according to villagers, a source of strife within the community and a problem to deal with. These efforts include attempts to create local PTAs and school committees. This caused reluctance on the part of many villagers to participate in the project and made it necessary to spend more time in working with interested villagers to develop trust in the project and in NEF.

4. Timeframe and Seasonal Imperatives

What appears as an idyllic setting in the summer, turns treacherous over the long winter months, making it difficult for the project to operate at the level required within the timeframe available. Harsh winter seasons coincide with the school term. Children have more free time during this period but the difficulties of getting to and from school

are insurmountable for many. Rivers flood, bridges collapse, and rivers wash out, preventing many children in scattered villages and satellites from reaching school. A majority of schools have broken windows and leaky ceilings. Some have no doors, and none have heating other than what has been provided by the project.

The fact that project approvals/funding arrived late and forced the project into a winter time schedule meant numerous delays and an inability to conduct many activities until the spring when villages became more accessible. Many delays were caused by the lack of congruence between the project timeframe and seasonal conditions.

5. Lack of Funds for Facilities Repairs/Renovations

While NEF has provided some limited funds from its own resources for repairs and renovation of project facilities and for heating of schools, funds for these purposes are very limited and insufficient even when combined with local the matching contributions local communities can afford to provide.

Poor facilities, inadequately furnished are a major obstacle to attendance and retention, one the project has few resources to deal with.

6. Management and Field Staff

Project management and field staff are excellent. They are committed, hardworking, and professional in their approach. Recognizing the problems of participating communities, difficulties of travel, the need to travel in groups, restrictions on women traveling alone, seasons constraints, and the far-flung area covered by the project, there are simply too few field staff. This limits time in the field despite their dedication and willingness to travel.

7. Language

A majority of people in communities where the project is being implemented are Berber speakers. Women, children, and many men do not speak either Arabic or French. School administrators and teaching staff tend to be Arabic/French speakers. Arabic is the language of school instruction. This creates a tremendous problem in the educational process and an obstacle to learning. While project staff are generally tri-lingual, working with and through local educational personnel is often problematic.

8. Project Size and Scope

Given the task the project has taken on relative to educational reform in the High Atlas Mountains and in particular related policy reforms, project size is a major factor. Given the relatively small size of the project, it is difficult to maintain the interest of related government bodies. Project funds are designated for local communities and there is little to offer in exchange for more sustained interest from local authorities. Despite this, the project has done well in attracting and holding the interest of education

officials. More could be done however if there were additional funds to assist in financing necessary reforms.

VI. AREAS REQUIRING FURTHER ATTENTION

1. True Economic Value of Education

Interest in education in project villages has been minimal due to the perception that education in fact provides minimal economic returns. Girls in particular are seen as having few alternative roles other than those of wife and mother. It is difficult to argue with this reasoning in that those who attend school generally end up in the same jobs as those who do not. Due to obstacles faced, few students move on to secondary school and those that do often compare poorly with their urban counterparts. The project has tended to ignore this fact and focus more on the social value of education.

The one area where economic value has been highlighted most by participants has been in the area of women's literacy and it's potential impact on the ability of women to initiate income-generating projects and small businesses startups to supplement family income.

With time this issue may resolve itself but further attention should be given to addressing these expectations. Focusing more attention and resources on individual adults and community groups and in support of projects that do in fact generate income, either for the PTA/schools or for individual families can allow people to make this connection. It has been suggested that establishing some form of summer school activity (for older primary and young adults) focusing on helping children and young people to learn to work and earn money might be a good start. A similar activity for women and men could be added to literacy classes.

This would encourage greater attendance. Summer school activities for kids would help to bridge the gap between school years and help to support continuing interest in education over the summer months. This is a period when many kids decide not to return the following semester.

There are good models for these activities throughout the Middle East and North Africa.

2. Links with Secondary Education

There are no secondary schools in or near participating project villages. Students wishing to continue beyond the 6th grade must leave their families to live either with extended family members, family friends, or in hostels (where they exist) in larger towns. This is an expensive process and given that students from isolated rural areas often do poorly in comparison to their urban-based counterparts, causes many to drop out of school.

Improving the quality of education in rural areas will help to encourage attendance and reduce dropout rates. Providing appropriate links with secondary schools and making it financially possible for better low-income students to move on and to better compete in

these schools will do a lot to encourage further attendance and retention. There is a key role for the community in this process, one that can be led by an active PTA.

3. Financial Sustainability

The first year of the project is focusing on mobilizing local communities and the development of functioning and inclusive PTA structures and educational advisory committees. Working together with these newly established groups, the project has been able to engage in a number of critical interventions, which have increased attendance and lowered dropout rates. Much of this has been done with project resources and, given the poverty existing in the area, minimal matching funds from local communities.

If PTAs are to have a continuing and significant role to play in supporting schools and promoting education within their villages, they require the financial resources to do so. Some of these resources can come from local contributions, and others from national and governorate level special projects.

For continuity and consistency, PTAs require a regular source of income from within their own community. This can come from community or PTA-sponsored projects, income from which is contributed to support PTA activities. Given some reasonable degree of income, PTAs could then, among other activities, help to maintain and expand school facilities, support attendance by poorer students, enhance educational activities, and contribute - in the form of scholarships, to support secondary school students from their village. This idea should be explored and incorporated on a pilot basis as a part of any project extension.

6. Policy Reform and Programming

While the Ministry of Education (Delegation) and its staff have participated extensively in the project in terms of time and staff contributions, more focused attention must be given to identification and documentation of policy issues relating to rural education in the High Atlas Mountains. This should be followed by continuing dialogue with the ministry and advocacy for policy reform.

Some issues that can be readily identified and further developed include: terms and conditions for the assignment of administrators and teachers; repair and renovation of local schools, access to teaching and learning materials and school supplies, living conditions in remote areas for administrative and teaching staff, provisions for adult education and literacy classes, linking primary school with the job market, technical and secondary schools, languages of instruction, and the relevancy of required curriculum.

One interesting area would be to establish a matching fund whereby the Ministry would match local community contributions to school construction, maintenance, and repairs, as well as for school supplies and other contributions to the educational process.

7. Limited Time Frame-Sudden Pullouts

The limited time frame for project implementation has meant that many things have been rushed. Time has been inadequate in terms of reinforcing new learnings. Resources have been very limited and many things left undone. While it may be advantageous, as pointed out earlier, in terms of encouraging greater involvements and responsibilities from local community members, funds are scarce and there is a limit to what local communities can do. The project should be able to do more – especially in terms of very basic repairs and maintenance that would go a long way toward encouraging school attendance. The project can also do more in terms of creative and supplementary school programming.

It is difficult to achieve meaningful results in such short periods of time although much has been accomplished. Time and effort must be spent to sort out what works and what doesn't, what can be done better, and what should be added. This project should not repeat the pattern of so many other short-term interventions that have been terminated with virtually no impact and created greater obstacles to change.

8. Need to assure staff health, life, and accident insurance coverage

One last comment on local management and staff – every effort should be made to assure the safety and security of staff that travel long distances under hazardous conditions. This means a review of existing provisions for life, accident, and health insurance. These should be upgraded to reflect the conditions under which staff work.

In addition, there are no means for communications within and between the project villages and the project office in Ouarzazate. The establishment of such lines would not only make the project more efficient but would also contribute to the safety of staff in the field. Measures should be taken to purchase satellite phones for use in the field and under emergency conditions.

9. Indicators

The project requires the identification of data requirements, collection and analysis of data, and the establishment of indicators to effectively measure project progress in critical areas. At the time of the mid-term evaluation, data requirements had been identified and data was being collected. Work was beginning on the development of indicators. More emphasis needs to be given to completing this task.

VI. FUTURE STRATEGIES – RURAL EDUCATION

The project has seen significant progress during its first nine months. At present it appears that financial resources will be sufficient to extend the project for an additional two months. This will allow the project to make up for lost time and to complete the implementation of project activities, achieving most if not all anticipated results.

Despite the fact that progress has been rapid, it may not be sustainable without further project support. One year (or 14 months) is little time to achieve as well as develop a solid base for sustainability.

Two courses are open to project continuation. The Ministry of Education seems to favor replicating the project in another area within the governorate and far from the initial project site. This however would lead to the abandonment of currently participating communities and at this early stage could lead to a relapse in attendance and retention rates and the failure of many PTAs established during the project. At the same time continuing to focus on the same area could lead to greater dependence of the existing PTAs on the project.

It is recommended, given that some communities initially targeted for participation but who refused are now ready to participate, and that there are additional communities within the same and adjacent areas, that any proposed expansion focus on these areas rather than more distant ones. This will allow the project, within the limits of available resources, to both reinforce activities now underway with existing PTAs/schools while at the same time using these PTAs to promote similar activities in new communities. The resulting project will cover an entire district and attract greater attention from local government and educational authorities.

Significant attention should be given to modeling and to the dissemination of project findings in contexts that can impact on required educational reforms.

VII. EXPANDING THE FOCUS

This is only the beginning. Education is the core of development but is sustainable only through promotion and support for local economies. People expect that education produce results for both men and women in terms of improvements in the everyday quality of life.

The Foundation is now working with government authorities and community residents on the development of complimentary activities that help communities to identify and benefit from previously underutilized or neglected local resources. These include expansion and diversification of crops, introduction of quality seeds and plant materials, rebuilding and improving herds devastated by recent droughts, quality control and marketing of rural crafts, improving processing and packaging of goods, developing local markets and transport facilities.

Much of this depends on putting in place simple, cost efficient forms of water harvesting, reforestation, alternative sources of fuel, and greater fuel efficiency. Required too is a greater degree of community participation and encouragement of individual entrepreneurs of all ages, male and female. Developing local economies provides incentives for continuing education and feeds the process of continuing and sustainable development for all. There is indeed a revolution brewing in the High Atlas, one that is

fueling development and making it possible for local people to build the future they envision for themselves.

VII. CONCLUSIONS

While initially difficult to gain community acceptance, the project has in nine months of intense activity produced a virtual revolution in the perception of education among villagers in the seven participating communities. Communities that initially refused to participate in the project are fast becoming models of educational reform. Virtually empty classrooms are now full. Those who enroll tend to remain for the term. Over three hundred adults, more than 60% of them women, are enrolled in adult literacy classes. Their numbers are increasing. Newly formed Parent Teacher Associations (PTAs), joined by women leaders from the villages, are working with the Foundation to encourage education for all and to mobilize the resources needed to improve schools and allow local graduates to continue their education in secondary schools located in nearby towns and cities.

Working together NEF, local communities, and local schools are transforming rundown facilities into adequate schoolrooms and providing pupils with basic school supplies and teachers with teaching materials.

Over the coming two years, NEF hopes to continue to support the participating schools and to expand the project to other villages in the surrounding area, together with additional satellite schools.

This should further reinforce changes taking place to date and improve the functioning and effectiveness of local community organizations as well as assure their operational and financial sustainability.

ANNEX 1. PROJECT PERFORMANCE INDICATORS

Project Goal: Increase the number of children receiving a primary education through a community-based education system in the villages of the High Atlas Mountains.

<i>Intermediate Objective A. Increase the enrollment and retention rates in rural primary schools, with special emphasis on education of girls.</i>				
Activities:				
Mother School Villages	Satellite School Villages	Anticipated Results	Results	Verification
1. Conduct a baseline study on the current educational system in remote mountain villages	1. Conduct a baseline study on the current educational system in remote mountain villages.	1. A ten percent (10%) increase in the percentage of rural village children receiving primary education	At the time of the mid-term evaluation, data requirements had been identified and data was being collected. Work was beginning on the development of indicators. More emphasis needs to be given to completing this task.	1. Mother school directors maintain enrollment and attendance records. Beginning of school year enrollment and thereafter, monthly attendance rates will be used to evaluate ongoing success and performance of the programs.
2. Hold project start-up seminar for participants and partners		2. Increase of at least 10% in both the enrollment and retention rate of girls going to school.	Steering Committee Meeting Held, October 20, 2004 (First Quarterly Report, pp. 19-20) Project Launch held January 9, 2005. (First Quarterly Report, pp. 6-7) As of June 2005, reintegration of 54 dropouts, 239 new pupils enrolled (38 over last year), a new class of over 30 children in the satellite village of Tagzirte. Preparation of enrollment lists for 2005/06 school year.	School records
3. Distribute school supplies to needy first graders	2. Distribute school supplies to needy first graders.		Delayed until opening of new school year	
4. Conduct awareness training sessions with parents on the necessity of education, putting special attention on children who work and girls	3. Conduct awareness training sessions with parents on the necessity of education, putting special emphasis on children who work and girls.	3. Increased awareness of 3,000 villagers, 57 schoolteachers, and 7 school directors on the importance of education.	13 teachers and 7 directors have taken part in the participatory meetings on importance of education; training of women leaders – Tigharmine – March 1-3, 2005.-	Attendance and retention numbers for roundtable discussions, awareness training, and adult literacy classes.

Mother School Villages	Satellite School Villages	Anticipated Results	Results	Verification
5. In partnership with PTAs, improve school conditions: replace windows and doors, repair and paint walls, repair roofs and floors			Partnerships established between schools and community services. 325 plants distributed for school grounds (in partnership with National Solidarity Fund); sewing machines, and clothing for the poor distributed. Conducted thematic days around health services, arts and crafts. Provided potable water to schools in Lhouante and Assaka. Rehabilitation of Asseghmou schoolyard.	Community participation in school repair projects, including construction of latrines, is a measure of interest, support, and understanding of the importance of education.
6. Build latrines in rural schools to improve sanitary conditions and increase girls' attendance			Plans and budgets prepared for implementation during project's fourth quarter when school has been completed and preparations being made for the upcoming year.	
7. Organize literacy classes for men and women.		4. Improved literacy of at least 200 adults, 50% of whom are women.	More than 300 adults enrolled in adult literacy classes, 85% of whom are women. Summer school courses being planned in some villages. (Third Quarter Report, pp. 14-15). Classroom teachers providing instruction. Literacy Kits distributed to participants. Amzri PTA has established a literacy course list for the coming year – 80 women/40 men; distribution of Adult Learner Kits.	
8. Organize International Children's Day program			May 24-31. Celebrations held in each of the mother villages participating in the project. (Third Quarter Report, pp. 15-16)	
	4. Members of the community will participate in the round table discussion on rural education needs with members of the mother school community.		A roundtable discussion was held, involving 52 participants including school directors, teachers, inspectors, PTA members, students, women leaders, religious leaders, and local association members. (See Third Quarterly Report, pp. 7-11, 13-14)	

Mother School Villages	Satellite School Villages	Anticipated Results	Results	Verification
	Conduct awareness training on the benefits of PTAs in rural education.		7 directors participated in the training on formation and supervision of local PTAs; Meeting regularly with directors and teaches on the importance of schooling, partnerships, opening up the school environment, and promoting dialogue between the school and the people.	

Intermediate Objective B. *Develop a community-based rural education approach, with a focus on increasing the leadership and management capacity of school directors, teachers, PTAs, women leaders, and community education advisory committees.*

Activities:

Mother School Villages	Satellite School Villages	Anticipated Results	Results	Verification
1. Conduct a baseline study on the current educational system in remote mountain villages	1. Conduct a baseline study on the current educational system in remote mountain villages		Baseline study completed documenting initial school enrollments and dropout rates in targeted schools for 2003-04. Similar data for the current year is now being collected. Staff collected additional data from school directors for each school. (First Quarter Report, pp. 6-7) Animation and Action Planning with local communities to establish specific project objectives in each area. (First Quarter Report, pp. 8-11)	1. Number of participants at all sessions recorded. 2. Feedback from participants gathered. 3. NEF staff follow-up observations, using both formal and informal evaluation techniques.
2. Hold project start-up seminar for participants and partners.			Steering Committee Meeting Held, October 20, 2004 (First Quarterly Report, pp. 19-20) Project Launch held January 9, 2005. Two day workshop for project partners. (First Quarterly Report, pp. 6-8)	
3. Training of teachers and school directors on importance of community involvement in rural education.	2. Training of teachers and school directors on importance of community involvement in rural education.	At least 20 teachers and seven school directors will have participated in training on the importance of community involvement in rural education	7 directors participated in the training on formation and supervision of local PTAs; Meeting regularly with directors and teaches on the importance of schooling, partnerships, opening up the school environment, and promoting dialogue between the school and the people.	
4. Training and follow-up support programs for PTAs	3. Training and follow-up support programs for PTAs where applicable.	Provide training and follow-up support for at least seven PTAs	April 5-7 – Training of PTA Board Members – 7 Mother Villages and 5 satellite villages. (Third Quarterly Report, pp. 4-5); 22 PTA members profited from training in operations and associative management. 7 sessions on organizing PTAs (147 men and 167 women took part). Regular follow-up of PTAs (Third Quarter Report, pp. 4-7); project staff developed booklet outlined conditions required and steps in establishing a local PTA; distribution of PTA Board Member Kits	

Mother School Villages	Satellite School Villages	Anticipated Results	Results	Verification
5. Training of PTAs, school directors, teachers on rural sociology		Increased understanding of the rural milieu by teachers, PTAs, and School Directors	June 28-29 - Training for director and teachers in Rural Sociology (For Objectives and Content, see Third Quarterly Report, pp. 26-27) Attended by 13 teachers and seven directors.	
6. Training for seven school directors on participatory/ gender approach to development.			April 27-30. Thirty-one participants, including teachers, principles, inspectors, women leaders, rural commune officials, and PTA members attended. (Third Quarter Report, pp. 11-12); Training for 7 school directors on participatory/gender approach to development; preparation and distribution of teaching/learning materials for women.	
7. Training for seven school directors on use of partnerships in development		Improved management skills of seven school directors.	March 19-20, training of 13 participants	
8. ID and training of rural women leaders on importance of education, particularly for girls.	4. ID and training of rural women leaders on importance of education, particularly for girls.	54 rural women leaders will have been identified and have participated in awareness training on importance of education.	36 women participated in the training on encouraging students to attend and remain in school; 24 women leaders received kits with modules for women leaders; members passed on contents of the training to other women in their villages. Two women's associations formed.	
9. Awareness training on the need for Community Education Advisory Committees.		7 Educational Advisory Committees crated in mother schools as models for satellite villages.	Creation of seven school management councils (Ed. Advisory Committees); Creation of 7 follow-up committees to encourage education in 7 mother schools, 3 committees are considered active and dynamic; 3 EACs carried out program plans	
10. Organize exchange visits for village PTAs			NEF organized exchange visits for school inspectors, directors, PTAs, and teachers (24 men/7 women) to the village of Ait Attou in Errachidia. (See Third Quarter Report, pp. 18-19.	

Mother School Villages	Satellite School Villages	Anticipated Results	Results	Verification
11. Organize a roundtable discussion on rural education needs that includes representatives from local PTAs, teachers, directors, women leaders, reps. From satellite villages and local government officials.	5. Invite satellite school parents and community leaders to mother school education roundtable.		A roundtable discussion was held, involving 52 participants including school directors, teachers, inspectors, PTA members, students, women leaders, religious leaders, and local association members. (See Third Quarterly Report, pp. 7-11, 13-14)	

Appendix A. Target Area – Basic Characteristics of Local Communities

Villages in the targets communes of Ghesate and Iminoulaoune:

A. Ghesate Rural Commune (Iguernane Area)

1. **Lhouante** (*Mother School*). This village is 63 km from the city of Ouarzazate on the road to Demnate. There are 50 families. The population is very poor compared to other villages. This mother school is in the middle of the village, half-fenced and built by the Rural Community; the school has ten latrines without water making them useless. The school has three classes and three teachers of which one is a woman. Concerning the association life in the village, there is a PTA but it is not functioning; they also have an irrigation association that is inactive. As far as acceptance of the project is concerned, villagers are aware of the importance of such a project for the future of their children and their villages.

2. **Agoudim** (*Satellite School*). The village is at 72 km from Ouarzazate city on the road to Demnate. There are 40 families and 700 inhabitants. The population is a bit better off financially than others. The school is in the village, made up of two classes and three teachers of which two are women. The school has three waterless latrines. At school there are 10-drop outs of which 6 are girls. Yet, the village has a mixed gender Village Development Association (VDA), but its two women members do not live in the village; one lives in France and the other in Agadir.

3. **Taghia N'Ait Lhaj** (*Satellite School*). It is a small village of 20 households; it is 55 km from Ouarzazate on the road to Demnate. It is made up of two sub-villages, one is nearer to the school and does not suffer from the drop out problems, and the other is further from school and has very difficult schooling problems. Drop out rates are high. To ameliorate this situation, the inhabitants express their need for a classroom so that all children could be able to follow their studies in better circumstances. The school is made of three classrooms and two teachers. The village does not have any development association.

4. **Tiguerte** (*Mother School*). It is difficult to have access to this village because of its being so distant. There are 50 households in the village in two divisions. The school is at 1 km from the village, has 4 classrooms, 5 teachers of which two are women. This school is provided with a wall and latrines but they are waterless. The village has a water pool built by the Rural Community. They have also created two VDAs, one for women and one for men.

5. **Douar Tamzrite** (*Mother School*). This, the largest villages in Iguernane, is comprised of 114 households in 13 divisions. It is divided into several sub-villages, two of which are major. These two have outstanding conflicts among themselves. The village is 80 km from Ouarzazate on the way to Demnate. The school is situated in between the two villages, has three classrooms, six teachers of which two are women.

Twenty-eight (28) students have dropped out from school in levels of 3rd, 4th, 5th and 6th. As far as associations are concerned, every one of the sub-villages has created a VDA. They have also suggested the creation of PTAs in every village given the high numbers of pupils (more than 160).

6. Taliwine (*Satellite School*). Access to this village is very difficult because of its being distant. The school is 1 km away from the village. The village has a very dynamic population; they have created a development association whose all members are living in Ouarzazate.

7. Asserghmou (*Satellite School*). This village has 70 households, 800 inhabitants and 4 divisions. Access to this village is very easy and it is only at 6 km from the Rural Community of Ghessate. The villagers here have an advanced level of learning compared to their counterparts in the other villages. The school is in the middle of the village; it has 5 classrooms and 4 teachers of which 3 are women; this school has 4 latrines that are waterless due to the shortage in the water supplies of the village. They have constituted two VDAs, one for women and another for men.

8. Aguerzgua (*Satellite School*). This is a village big enough divided into two sub-villages (Alighan and Imintzgui). The school is at about 300 m from the village, with three women teachers who teach in two classrooms. We note that children haven't started learning French yet due to the absence of the French language woman teacher.

9. Taghia Imintalat (*Mother School*). This is a small village of 17 households and 180 inhabitants. It is built on a riverbank at 45 km from Ouarzazate. The way to it is extremely difficult and it is highly advisable to do it on foot than use vehicles during the rainy season, and our team walked more than one hour to reach it. The village school has 2 classrooms and three teachers one of whom is a woman. In this village women have shown some reticence in the project under the pretext that it doesn't cover their primary needs. Access: Difficult access (45mn walking within the river).

10. Tassamarte (*Satellite School*). The village is made of 23 households, 130 women, 80 girls, 95 men, and 50 boys. The school is made of two classrooms and has a single female teacher. The problem in this village is that 4th and 5th years don't follow their studies yet due the fact that teachers haven't been assigned there yet.

B. Iminoulaoune Rural Commune (Ait Aafan Area)

1. Agni (*Mother School of Ait Aafan*). This village situated at 10 km from the Rural Community of Iminoulaoune; a small village of 9 households whose inhabitants are dynamic. The village school is made of three classrooms with three teachers. They have a mix development association that is newly created and in which unites many villages.

2. Bourmane (*Satellite School of Bourmane*). This village is made of two sub-villages, less dynamic and it is difficult to gather the two sub-villages at the same time besides

the fact that women there are not used to meetings. The president of the PTA lives in this village. The school is 1km away from the village; the high levels 4th, 5th and 6th years go to the mother school. This school is made of one classroom and two teachers.

3. Ait Alla (Satellite School). This is a village of 29 households and 290 inhabitants. As far as the school is concerned, it is made of one classroom and two teachers. Three girls have left school but they decided to go back to their classes after the first visit of NEF. The village has a not functioning irrigation association and another one for development. This latter has carried out a water pool project in cooperation with the Social Development Agency.

4. Tighmine (Satellite School). This village is not far from the mother school and has a newly created mixed association. In this village there are three sub-villages of twenty-five households and 360 inhabitants. The village school consists of one classroom with two teachers.

5. Tizguine (Satellite School). This village's inhabitants are a bit reserved; the NEF team has suggested that they held a meeting among themselves to decide whether they want to professionally work within the project. In winter the village is impossible access due to heavy snow (80KM).

6. Taghra (Satellite School). The households are 24 where 208 people live. The school is far from the village and it is 1000 m far from the village, made of two classrooms and three teachers. In 1999 an irrigation association was created and needs supervision.

7. Assaka (Mother School). This is a big village of 100 households. Access to this village is difficult. There are three classrooms at school in a very bad condition equipped with 2 waterless latrines; the teachers are five women. The drop out rate is high. The PTA is not yet created.

8. Timzrite (Mother School). This village is 14 km away from the Rural Community of Iminoulaoune. The village is made of 85 households in which 104 are women, 93 men and 104 children. The village school is made of 3 classrooms with 5 women teachers. The infrastructure is absent except for a latrine in very bad condition. They created a PTA one year ago but it is not actually functioning. Timzrite has lot of sub-villages creating the difficulty of get in touch with all the habitants.

9. Assmdou (Mother School). This village has only 18 households. The village school is made of one classroom with one teacher. The villagers created an irrigation association. Access: difficult (30m walking through a mountainous area).

10. Amassine (Mother School). Six sub-villages made this big village of 600 inhabitants. As far as the village school is concerned, it is made of 2 classrooms and three women teachers. There is no association in this village. There are many sub-villages and it is difficult to be in touch with all the residents.

11. Amzri (*Mother School*). It is a big village of 237 households, very isolated and to which access is difficult and even impossible in winter. The school has three classrooms, one of which is in a very extremely bad condition; four teachers work there. The village has created its PTA. Access is almost impossible, especially when the river is full of snow creating the problem of informing the population about visits of NEF staff.

12. Ichbaken (*Satellite School*). This is a large village of 113 households and 1520 inhabitants. The school is composed of three classrooms where three teachers work. This village has a conflict with Amzri, the mother school village. They have created a development association that is not functioning. Access is nearly impossible, especially when the river is full of snow, creating the problem of informing the population about visits of NEF staff.

13. Tassawte N'oufla (*Satellite School*). A small village of 65 households and 650 inhabitants, the village school is composed of two classrooms where four teachers work. People have no idea about association work and this village has a lot many problems of hygiene. In winter, access to this village is impossible. It was difficult to have a meeting with women.

4. Tasgaiwalt (*Satellite School*). This village school is composed of two classrooms and three teachers. One of these classrooms is in a very bad condition. The village has very difficult hygiene problems. 25 pupils have interrupted their studies this year. Access to this village is very difficult. Access is nearly impossible, especially when the river is full of snow, creating the problem of informing the population about visits of NEF staff.

5. Tighly (*Satellite School*). This is a very isolated village of 35 households to which access is very difficult; two classrooms and three teachers make the school. The village created a mixed association on September 28th, 2004. The number of children enrolled at school is 49 but the rate of drop out is very high (26 drop outs). Access is nearly impossible, especially when the river is full of snow, creating the problem of informing the population about visits of NEF staff.